next comes Cochin. Secondly, First Class cases are of a very different category from Second Class cases. They are more serious. Now, the District Magistrate has got so many things to do. He has got half-a-dozen things shunted on to him now, and he can hardly find time for his work. If you ask the Second Class Magistrate at Ernakulam to do all the southern division First Class cases work who is to do the Second Class work? He has got the heaviest file in the State as it is. There is great delay in the disposal of these First Class cases and speedy injustice is said to be better than tardy justice. Moreover there was a First Class court here and it was only recently abolished. So from the point of view of the importance of the cases and from the point of view of expediency and convenience a stationary Magistrate with First Class powers may permanently be appointed at Ernakulam. As regards the staff it may be the same as it was when there was a permanent First Class court. I strongly support the motion.

(*The resolution was put and agreed to.*)

Second Class Magistrate.

Mr. C. J. Mathew.—Sir, I move resolution No. 20 that "*This Council recommends to the Government that the scale of pay of the Second Class Magistrate be raised to Rs. 150-200 and that the practice of vesting the Second Class Magistrate with First Class powers be discontinued,*" as recommended by the Committee.

Mr. Thomas Manjuran.—I second it.

Deputy President.—That latter portion regarding investment of First Class powers may be omitted.

Mr. C. J. Mathew.—Yes, Sir.

(*The resolution that all Second Class Magistrates be paid Rs. 150—200 was put and agreed to.*)

Teachers.

Mrs. G. Pavitran.—Sir, I rise to move resolution No. 46. The resolution reads thus:—"*This Council recommends that, for similar qualifications and service, teachers should have the same scale of salary as clerks in other Departments.*"

Sir, my object in moving this resolution is to plead for the redress of a very legitimate grievance of the teachers of our State. Though the Special Finance Committee started to do its work with the avowed object of a just and equitable distribution of the pay among all Government servants, I am sorry to note that they have not even made a serious attempt to carry it out at least so far as teachers are concerned. You will bear with me if I say that to call the present distribution of pay among the teachers and clerks 'just and equitable' is only a travesty of terms. All that I ask you to do is to see that a

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teacher with the same qualification and service as a clerk or any other Government servant should draw the same pay. It seems strange that I have to plead before you for this bare justice to teachers. I wonder what possible reason the Committee could have had in leaving the pay of the teachers severely alone. The reason that they have advanced in the report rings hollow, namely, that it would prevent the spread of primary education among the masses. It is the same old story of the rich and the powerful sitting in judgment over the grievances of the poor and defenceless. They would express sympathy, give reasons why they cannot do anything and end by appropriating more for themselves. I ask in all seriousness why you have raised the pay of the clerks while you have left the pay of the poor teachers untouched ? Is it because the clerks have the ears of the mighty and because the Head of every Department depends on the clerk for the discharge of his routine work and so there is a mutual bond of sympathy between the two ? It is ungenerous on my part to question motives but the problem why this justice has been denied to the teachers baffles me. I know it requires a larger heart and more far-sighted statesmanship to improve the lot of teachers. I am sure that, but for the simple fact that teachers cannot make their voice heard in the councils of the mighty, their scale of salary would have been revised long ago. I shall try to make the situation clearer by taking a concrete example. A teacher who has passed the School Final Examination starts on a salary of Rs. 20 and may, in 15 years in the natural course, expect to draw Rs. 30 and will most probably have to retire on Rs. 30 or 35. On the other hand, a clerk, who is a School Final, starts on Rs. 25 and in 15 years draws a salary of Rs. 40 and he can expect to retire on Rs. 60.

Let us next see what kind of work the teacher and the clerk have been turning out. In the course of 15 years about 500 boys or girls, as the case may be, of the age of 5 to 8 pass through the hands of the teachers who can make or mar them to some extent at least. A good teacher will leave in their tender minds the impression of his benign personality which they will carry through life. On the other hand, if he is harsh and severe in his dealings with the children (as he would naturally be if he is worried and discontented) his personality would stunt their natures and retard their full growth and if the children have to pass successively through the hands of a number of such teachers they will naturally grow into ill-behaved and dishonest youths with criminal tendencies and prove to be a veritable source of danger to society and a disgrace to the State. You have only to extend your imagination to grasp the truth

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of what I am saying. If you sleep over the question of improving the lot of teachers, you will find that you are slowly developing in the State a number of citizens who may take up arms against the State and spoil the fountain of the well-being of the society at its very source. You will now see the truth of the words of the Rt. Hon'bie H. A. L. Fisher, the late Minister of Education in the British Government, who has said " A discontented teacher is a social danger ". I don't think I need labour this point further. In leaving this question alone we are playing with fire. We shall next see what the clerk has been doing for the State all these 15 years. A bad clerk may write a bad hand or send periodical returns late, but all of their mistakes will be corrected then and there in the various offices. What you can expect from a good clerk is a neat hand, a punctual despatch of periodical returns and at best well written reports and drafts. Let me not be understood to under-estimate the valuable services of this large body of clerks. What I mean is only that the work of a teacher is far more beneficial to the State in the real sense of the term than that of the clerk. This being the case, shall we not offer similar prospects to the teachers as we are prepared to offer to the clerks? That is why it is the barest justice that I demand. I hope this House will consider my resolution favourably. In this connection I would also place before the House the resolution passed in the Second General Assembly of the Cochin Teachers' Association held recently at Ernakulam and sent to me by the Secretary, Mr. V. G. Krishna Menon, to be placed before you. It runs as follows: "*This meeting of the General Assembly of the Cochin Teachers' Association resolves that for similar qualifications teachers should have the same scale of salary as officers in other Departments.*"

Mr. P. Kumaran Ezhuthassan.—I second this.

(The resolution was put and agreed to.)

Cranganur.

Mr. K. P. Kannan Nayar.—I beg to move resolution No. 59 that "*this Council recommends to the Government that the proposats of the Committee as regards Cranganur be adopted*". We have been neglecting that small Principality up till now, and I do not want you to go away without any reference to that. The Committee has made certain recommendations with regard to Customs Revenue and some other revenue, that a certain percentage of such revenue be given to the Principality. Their recommendations may be adopted by this House.

Mr. K. Mohamed Seethi.—I second it.

മിസ്റ്റർ എ. കെ. കഞ്ഞിമൊയ്തീൻ.—ഈ പ്രമേയത്തിനു ഞാൻ ഒരു ഭേദഗതി അയച്ചിട്ടുണ്ട്. "Interportal Trade Con-

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